

St Loys Preschool

Inspection report for early years provision

Unique reference number	EY435795
Inspection date	29/02/2012
Inspector	Anne Archer

Setting address	St Loys Church of England Primary School, Weedon Lois, Milthorpe Road, Weedon Lois, Towcester, NN12 8PP
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

St Loys Preschool was registered in 2011. This is a re-registration of an established provision and it is now privately owned. It operates from premises on the site of St Loy's Church of England Primary School, in the village of Weedon Lois near Towester. The pre-school uses the old school building and also has access to the new school hall. There is a fully enclosed outdoor play area.

The pre-school is open on Monday, Thursday and Friday mornings during school term times from 9am until 12 noon. On Wednesdays, the opening hours are from 9am until 3.30pm with a lunch club facility from 12noon until 12.30pm. The pre-school is closed on Tuesdays.

The provision is registered on the Early Years Register. A maximum of 17 children may attend at any one time and all may be in the early years age group. Of these, none may be under two years. There are currently 14 children on roll.

A team of two staff, including the owner, care for the children. The owner/manager has an Early Years Foundation degree and her deputy has a relevant level 3 qualification. Two other staff members are available to provide cover when necessary. The pre-school is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school provides an excellent environment where children's welfare and learning needs are met exceptionally well. The owner and her staff enjoy supporting children's learning and they ensure that they do so in a very safe, yet stimulating environment. All aspects of the pre-school provision are outstanding and capacity to maintain these high standards is excellent as the staff are constantly looking for ways to develop and improve their understanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- exploring ways to capture parents comments and contributions to their child's ongoing assessment and enjoyment of the provision to further enhance the learning partnership.

The effectiveness of leadership and management of the early years provision

The owner of the pre-school is passionate about the pre-school experience she provides for all children attending the setting. Robust recruitment procedures ensure that she has the right calibre of staff to help her provide an outstanding learning environment for all children. All aspects of safeguarding are clearly thought out and as a result, are successful. The accommodation used by the pre-school is well suited to its purpose. The owner has made the very best use of the space, both inside and outside, to maintain a stimulating learning environment in which children make excellent progress. All areas of the setting are risk assessed routinely when anything changes and daily visual checks of the premises and equipment ensure child safety. Resources are of a high quality, plentiful and imaginatively used to support children's learning.

Equality and diversity is exceptionally well promoted. The owner has high aspirations for quality and a strong commitment to equality for all. The methods used to support children's learning and well-being consistently improve outcomes for all children, in relation to their starting points and capabilities. Positive behaviour management strategies are seamlessly implemented and significantly impact on children's well-being.

The effectiveness of the pre-school's engagement with parents and carers is excellent. Relationships are well-established and very positive, ensuring staff are well informed of children's individual needs. Parents are periodically asked for their views, which are taken into account when important decisions are being made. They are kept well informed about their children's achievements, well-being and development through daily discussions with their child's key worker, regular progress reports and newsletters. Parents are encouraged and enabled to contribute to their child's ongoing assessment by sharing what they know about their child, which may support the staff when making planning decisions. There is an 'I can do' tree where parents are invited to write on a sticky note details of their children's achievements or 'wow' moments. The children of those parents who do this, value the attention it gives them.

Partnerships are established with other providers of the Early Years Foundation Stage. Arrangements are made for key workers to visit each setting and observation and assessment information is shared. Partnerships with other agencies are also well established and prove beneficial to the children requiring additional support.

Capacity to sustain high standards is excellent because the owner and her staff are committed to providing the best possible early years provision for all children. They carry out research, seek advice and attend training when necessary to enable them to support individual children's needs.

The quality and standards of the early years provision and outcomes for children

Children at this setting have great fun while learning and developing new skills which enable them to fulfil their potential in all areas of learning. Children show contentment in their surroundings, yet are eager to take part in the exciting activities on offer. Children make choices about the resources they use to develop their own play adventures. Spontaneous observations are assessed daily to plan for each child and ensure their progress is on target for them to meet their full potential.

Children learn about personal safety and health through clear routines. Their good health is very effectively promoted as children learn why they wash their hands at certain times and how to do so efficiently to eliminate bacteria and germs before eating their snack or lunch. Younger children are prompted to realise when they need to use a tissue and taught how to use them effectively. Children try a wide variety of fruits and vegetables at snack time and are encouraged to take regular drinks to ensure that they remain hydrated. Staff hold current paediatric first aid qualifications to ensure they can deal effectively with minor accidents and injuries. Children have a large area for outdoor play. They can play running games in the playground, play hide and seek amongst the trees in the garden or maybe do some planting with the staff. They use the outdoor area as much and as often as they can, to provide a variety of activities and environments for the children to expand their learning choices, although, this is dependent on children having appropriate clothing to enable them to do so. Staff help children to keep themselves safe by being exceptionally good role models and by pointing out potential hazards, so that they learn to make decisions about the kind of risks they may or may not take during their play. Any new equipment or toys children come into contact with are demonstrated to them to ensure that they get the maximum benefit from them.

Children play a full and active role in their learning by showing great curiosity and desire to explore and learn. They play, both independently and in small friendship groups and sometimes work in harmony to complete a task, for example, when they decide to make a boat in the imaginary play area. Dinosaurs currently play a big part in some children's learning and staff ensure that resources are varied and plentiful to support their interest and learning. Other children have an interest in animals and staff provide a variety of domestic and wild animal toys for them to act out their stories. Children use programmable toys and play educational games on the computer, which provides them with ideas for new games and activities. All aspects of their learning at the pre-school are providing children with excellent skills for their future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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